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ABSTRACT

The College Discovery Program in New York City's Community Colleges was established to facilitate higher education for high school graduates who could no t afford college and who, though having the necessary intellectual ability, had low high school scholastic averages. The Program was to enable students to complete two years at a community college and then transfer to a senior college for completion of their degree. This follow-up study was conducted two years after the Program's inception. It had two purposes: (1) to obtain direct reports from students about their college experiences, and (2) to obtain information regarding college adjustment which could be applied to broader populations of students. The major focus was to compare those who were still enrolled in the program with those who had left. The report is divided into 13 sections including: (1) a summary of the findings; (2) the procedures used; (3) the student's educational and financial status and current interests; (4) general attitudes toward the Program and, (5) reports on attitudinal changes attributed to the Program. The final chapter discusses the overall findings and their implications, a major one being that dropouts see themselves as having more personal and family problems. An extensive number of tables is included. (Author/EW)

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A FOLLOW-UP STUDY OF
THE EXPERIENCES AND REACTIONS OF THE STUDENTS
IN THE
FIRST ENTERING CLASS OF THE COLLEGE DISCOVERY PROGRAM

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COLLEGE DISCOVERY PROGRAM
RESEARCH AND EVALUATION UNIT

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ACKNOWLEDGMENTS

We are deeply grateful to Chancellor Bowker for permitting us the autonomy and independence necessary to carry out this complex follow-up of the 1964 class of College Discovery students. An educational experiment of the magnitude of the College Discovery Program requires an inter-disciplinary analysis of the problems and needs of the students, faculty, and administrators. We have been given, as social scientists, the opportunity to bare the truth without the usual resistance that accompanies evaluations of educational programs.

The students reported on here were the first group to enter the College Discovery Program. Their lot was not an easy one. During the initiation of any experimental program, confusion is more common than order. The special services that make the program unique are not sufficiently formalized. As a consequence, students very often are not given all the support and assistance they require for success in college. This is sometimes due to novel procedures required in the experimental program and sometimes to radical changes which must be made in the attitudes of students, faculties, and administrators.

We are especially thankful to the students who participated in the program and who gave their complete attention to the research instruments administered to them. We continue to be impressed by the desire of College Discovery Program students to improve the program for future classes.

PREFACE

In the summer of 1964, 231 students entered two of New York City's Community Colleges as part of the College Discovery Program. This project had been established to facilitate higher education for high school graduates whose families could not afford to send them to school and who, in spite of evidence of the necessary intellectual ability, had high school scholastic averages too low for them to be considered for admission to any of the baccalaureate programs offered by City University. The students had been nominated as candidates for the program by their high school principals and counselors and were selected through a screening procedure developed by the research staff of the program.[1] The purpose of the program was to enable the students to complete their first two years of work at a community college and then to transfer to one of the senior colleges for completion of their baccalaureate requirements.

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[1] The procedures used for nomination and selection of students are described in detail in The Characteristics of the College Discovery Program Applicants, Report #1, available at the College Discovery Research and Evaluation Unit.

All of the entering students were required to attend a summer session for orientation and remedial help immediately after their graduation from high school. In the fall of 1964 the students began their formal college work in classes with regular matriculants so that they had to meet the same requirements as all other students at the community colleges. The College Discovery Program provided for supplemental help outside of class; there were additional counseling and tutorial services available, help was given in finding part-time employment, and small weekly stipends were granted. Hence, while C.D.P. students were given special help outside of class, there was no relaxation of academic standards within the classroom setting.

From its inception, the College Discovery Program made provisions for a research project which would serve to evaluate the effects of the program. As part of the overall research strategy, plans were made for a follow-up study to be conducted two years after students entered the program. The purpose of this follow-up study was to obtain, through questionnaires, direct reports from the students about their experiences and reactions to college. Information was sought regarding their scholastic progress, facilitating and handicapping factors, their reactions to the program and its various aspects, their financial and employment experiences, and their attitudes, values, and future expectations. In addition, many items were included which asked for suggestions for changes in the program. The purpose of obtaining this information directly from the students was to supplement the findings derived from more objective measures and to obtain recommendations which would prove helpful to future generations of students.

Another purpose of the follow-up study was to obtain basic information regarding college adjustment which would be applicable to broader populations of students, both disadvantaged and non-disadvantaged. The College Discovery Program population is economically and socially disadvantaged, and there is a tendency to interpret the students' experiences and reactions in terms of this status. It should be kept in mind, however, that in addition to being disadvantaged, the College Discovery Students are young adults at a given stage of physical and psychological development in a society where young adults form a distinct and dynamic sub-culture. Hence, not all of the experiences, reactions, and problems described by the students can be attributed to their disadvantaged status; to a considerable extent, they reflect the problems encountered by all groups of college age in our society.

At the time when the two year follow-up study was initiated, one half of the group who had originally entered had already left the program. In analyzing and evaluating the findings of the questionnaires used in the follow-up study, the major focus has been on comparing those who were still enrolled in the program with those who had already left. For purposes of descriptive convenience, the labels "survivors" and "dropouts" are used throughout this report to describe these two groups of respondents. It is important to keep in mind that the status "survivor" or "dropout" applied to the situation in April, 1966 (prior to the completion of the fourth semester) when the questionnaires were sent out.

In studies of college populations, comparisons are frequently made between survivors and dropouts. Very often, the major purpose of these comparisons is to establish better criteria for selecting and admitting students to college in the first place; that is, the major focus is on developing predictive indices which will reduce the proportion of dropouts. As long as funds are inadequate to accept all students who apply, it may be desirable to set up selection procedures based on predictions of the likelihood of a candidate's success. However, it should be emphasized that the major aim of comparing survivors and dropouts in the current research is not primarily for the purpose of future selection. The basic reason for establishing educational opportunities for the disadvantaged is to provide for individuals who would otherwise be considered poor risks. Hence, establishing selection procedures which would eliminate poor risks would ultimately be self-defeating.

There is a much more important reason for comparing survivor and dropout groups. Once we come to understand why students drop out of school, and which students are most likely to drop out, we will be in a much better position to keep them in school. For example, in the current study, one of the major findings is that dropouts tend to report family and personal problems more frequently than survivors. If students having such problems could have been identified when they entered the program and provided with the necessary help, some of them could have been helped to remain in school.

The first chapter of this report presents an overall summary of the major findings and recommendations. Chapter II discusses the procedures used for the study, while ChaptersIII through V present the respondents' educational and financial status as well as their accounts of leisure time activities and current interests. Chapter VI deals with general attitudes toward the College Discovery Program, and Chapters VII through IX deal with reactions to the summer program, counseling, and tutoring services. Chapter X presents material on relationships with peers, and Chapter XI reports on attitudinal changes attributed to the College Discovery Program. Chapter XII is devoted to an analysis of the findings pertaining to study habits and their ramifications for success in school, while Chapter XIII deals with problems encountered by the dropouts and their reasons for leaving the program. The final chapter presents a discussion of the overall findings and their implications for the program as well as for the research effort.

In the course of their experiences in the College Discovery Program, the students filled out numerous questionnaires. Nevertheless, in reviewing the responses obtained by this study, one cannot help but be impressed by the care, thought, and cooperative spirit the students brought to this task. A number of them mentioned that their willingness to participate derived from their desire to help future generations of students. This may well be the greatest contribution of these findings. The students' awareness of their contribution, and their willingness to sacrifice time and effort for this purpose, is a testimonial to their maturity.

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SECTION I

HIGHLIGHTS OF FINDINGS

In the Spring of 1966, a two year follow-up study was conducted for the 231 students who entered the College Discovery Program in 1964. This group was separated into two subgroups:

1) Survivors (N=115): those who were still enrolled in the program.

2) Dropouts (N=116): those who had entered the program but who had subsequently left it.

Separate questionnaires, designed to elicit the respondents' perception of their experiences since leaving high school were administered to members of each group. Questionnaires were returned by 94% (N=108) of the Survivors and 90% (N=104) of the Dropouts.

Major Findings

1. By the Spring of 1966 (i.e., before the end of the fourth semester) approximately one-half of the 231 students who had originally entered the College Discovery Program had left school. Almost one-quarter of those who left were in military services at the

time of the study, but there is no information to reveal whether they left school to enter the service or were drafted while still attending school.

2. Among the dropouts not in military service, approximately one-half were attending school outside of the College Discovery Program. In most cases they were working and attending school at their original community colleges on a part-time non-matriculated basis. Several of the dropouts were enrolled full time at four year colleges.

3. Among the dropouts, a majority indicated that they would still like to be in the program. The remainder were either ambivalent about whether they would like to return or felt they were better off out of the program. Most of the latter were enrolled in other college programs.

4. Among those who left the program, but who would have preferred to remain, personal difficulties and problems or responsibilities at home were cited most frequently as the primary reason for leaving. Financial difficulties and job responsibilities were cited as major reasons by

only a few of the respondents, even though many more students indicated that these factors had been a source of concern for them.

5. A strong commitment to higher education, including aspirations for graduate degrees, was evident among both groups of respondents, although it was especially pronounced among the survivors.
6. Most of the survivors and dropouts had worked either regularly or occasionally while they attended school. Slightly more than half of those who worked did so either to support themselves or to help their families, while the remainder worked primarily to pay for their school expenses or to have extra spending money.
7. More survivors than dropouts reported that they had received C.D.P. stipends on a regular basis. This difference derives largely from the fact that those who left during the first year did not receive stipends, presumably because stipends were not as readily available during the first year. However, even when this factor is taken into account, there is still some difference in the percentage of dropouts and

survivors who received stipends regularly. If this difference is found to hold for students of subsequent years, its meaning should be investigated. It is possible that readiness to take advantage of available resources is related to the ability to survive in school.

8. Both survivors and dropouts tend to emphasize careers, self-development, and a good standard of living as their reasons for college, and place less stress on leisure time activities, community activities, and national and international betterment.
9. Both survivors and dropouts expressed favorable attitudes toward C.D.P., but this was more pronounced among the survivors.
10. An overwhelming majority of both groups felt that their status as C.D.P. students had not affected the treatment they received either from teachers or other students.
11. In their evaluation of the facilities and other specific aspects of the College Discovery Program, the most frequent criticism in both groups was related to a means of facilitating studying, i.e., having more space to study, more information about study habits, and more time for studying.

12. Both groups felt favorably about their college experiences. However, even though they had positive feelings about the motivation and availability of their counselors, sizeable proportions of the dropouts felt that their counselors did not really understand their problems and had not really helped them.

13. The summer program was the one aspect of C.D.P. about which the dropouts seemed to have a more positive attitude than the survivors.

14. A majority of both survivors and dropouts felt that, as a result of their college experiences, they would now be able to obtain a better job, they could understand national politics better and they could now give an intelligent talk on the problems of a foreign country. They also said that their views on many subjects now differed more from their parents, that they were exposed to people with whom they had never had contact before, and that issues of right and wrong had become more clear-cut.

15. When asked in what ways college had made them think differently about themselves, the most frequent reply was "greater self-confidence."In the case of the

dropouts, these findings may reflect some degree of rationalization. However, a qualitative analysis of their responses also suggests that the fact of being accepted by a school and the experience of attending college may have had a positive effect on their self-confidence, even though they did not complete their degree requirements.

16. When asked to indicate any difficulties they had in C.D.P., the survivors, as compared to the dropouts, were more likely to indicate that they experienced no problems. When they did cite problems, both groups tended to focus on academic difficulties. In contrast to the survivors, the dropouts also tended to emphasize personal and family problems. This finding was consistent with other evidence in the study indicating that the dropouts, as a group, did not place blame for their difficulties on the program but tended to attribute them to personal problems.

17. The sharpest difference between the survivors and dropouts was in the number of hours they had studied per week while in school. The survivors reported studying much more than the dropouts. Future

investigations should focus on the meaning and significance of this difference.

Recommendations for the Program

1. The development of a course in Community Resources, designed to acquaint students with the facilities available in the city, to help them and members of their families with personal and social problems.
2. The development of a course in Study Habits based on principles of learning theory.
3. Exploration of the value of introducing Programmed Teaching approaches as a means of supplementing remedial services.
4. Exploration of ways to better utilize the first summer session as a means of assessing the individual needs and deficiencies of entering students.

SECTION II

PROCEDURES

In the Spring of 1966, the Research and Evaluation Unit conducted a two year follow-up study of the 231 students who had entered the College Discovery Program in the Summer of 1964. The respondents were requested to attend a session for the purpose of filling out a questionnaire. There were 116 students who were still enrolled in the program and 115 individuals who had left at some point during the two year period following their entrance. Throughout this report the former group is identified as "survivors" and the latter as "dropouts."

Questionnaires

Questionnaires had been devised for the two groups of respondents, i.e., survivors and dropouts. Members of both groups were asked similar questions about:

Present school status and history of attendance
Degree status and aspirations
Job status and employment history
Financial support while at college
Life values

Expectations about the future

Leisure time activities

Attitudes toward College Discovery Program

Experiences with tutoring services

Experiences with counseling services

Reactions to the summer program

Evaluation of school facilities

Study habits

In addition, the dropout group was asked specific questions about their reasons for leaving and their experiences since leaving the program. The survivor questionnaire contained 58 questions and the dropout questionnaire contained 73 questions.

Most of the items in the questionnaires used precoded responses which the respondents either circled or completed with a single number or word. A few of the items were unstructured; the respondents could answer the questions any way they chose and could give as many different responses as they wished. The unstructured questions included items about problems encountered in school, how college experiences affected what they now thought of themselves, and recommendations for the program. The advantage of the unstructured questions was that they permitted the respondents to introduce ideas and reactions not anticipated by the investigators.

Administration of the Questionnaires

Students who were still enrolled in the program were requested to report to their community college for a testing session, which included the follow-up questionnaire. Dropouts were requested to report at a central location (Baruch school) for their testing, and they were paid $10 for attending. Only 47 dropouts showed up for the testing sessions. In order to reach more of the dropouts, the follow-up questionnaires were mailed to their homes and extensive field-work efforts were begun. As a result, 57 additional dropouts questionnaires were obtained.

Table 1 shows the number of individuals who were asked to fill out questionnaires and the number who responded for both the survivor and dropout groups. Questionnaires were obtained from 108 survivors (94%) and 104 dropouts (90%). The findings of this report are, therefore, based on the responses of at least 90% of the students in each group and conclusions derived from them can be assumed to be reasonably representative of each group.

TABLE 1 - Sample Size and Number Responding

	Survivors	Dropouts
Number asked to fill out questionnaires	115	116
Number responding	108	104
Percentage responding	94%	90%

Since a relatively small proportion of dropouts showed up at the formal testing sessions (N=47), and the remainder of the group (N=57) did not fill out their questionnaires until as late as March, 1967, a time factor had been introduced which may have distorted the results However, an analysis of the results for those who responded in the Spring of 1966 as compared with those who responded after the Summer of 1966 did not reveal major differences between the two groups.

Presentation of Results

In presenting the data obtained from the follow-up questionnaires, the results of the survivor and dropout groups were tabulated and analyzed separately. When identical or similar questions were asked, the results for the two groups were presented in the same tables to facilitate comparisons. Where appropriate, chi-square tests of statistical significance were performed to clarify the meaning of obtained differences.

A few respondents in each group failed to answer many of the questions. In all cases, the percentages are based on the number of students who actually answered the questions. Where students did not respond to a question, they were not included in the analysis for that item.

Interpretation of Results

The College Discovery Program underwent many changes and improvements during the period since its inception. For this reason, some of the experiences of the 1964 group may not be typical of the experiences of the students in later years Therefore, conclusions drawn from the data presented in this report should be viewed as tentative.

Revised forms of the follow-up questionnaires described here have been or will be administered to the nominees of subsequent years. Thus, a major focus in the analysis of the results for the 1964 population has been to develop hypotheses which can be tested in future surveys. Special emphasis has been placed on delineating possible directions for future investigations suggested by the present findings.

SECTION III

ACADEMIC STATUS AND ASPIRATIONS

It should be noted at the outset that the categories used in this section are not completely homogeneous groups. The category called "survivors" includes both students who were exclusively in college as well as students who were working and attending school at the same time. The "dropout" category, on the other hand, includes students who had left college at different points in the two-year period following their high school graduation. (See Table 2)

Table 2 - When Dropouts Left the Program

	(N=104)
Between June-August, 1964	12%
Between September, 1964 - January, 1965	17
Between February - May, 1965	11
Between June - August, 1965	16
Between September, 1965 - January, 1966	27
Between February - May, 1966	17
	100%

Academic status of the dropouts was further effected by the fact that at the time of the study, 37% of the dropouts were attending school outside of the College Discovery Program. In this case it is reasonable to assume that the reactions to inquiries about their C.D.P. experiences were to some extent influenced by whether or not they were attending school at the time of the survey. Also, one must consider that the students had left C.D.P. because they had been successful enough to transfer to other college programs and, in consequence, their status as "dropouts" was different from those who had to leave the program because of poor grades.

Academic Status of Survivors

The overwhelming majority of the survivors (97%) indicated that they expected to be attending school the following year (Table 3). Twenty seven percent of the total group expected to complete their degree requirements by the Fall, 1966 (that is, within the standard two-year period for graduation from community college), and 70% thought they would need more than two years to complete their requirements. It is significant that so many of the

C.D.P. students who entered community college without the required qualifications, expected to graduate within the same time period as students who began with the required skills.

Table 3 - When Survivors Expected to Receive Their Associate Degrees

	(N=108)
a. Spring, 1966	6%
b. Summer or Fall, 1966*	21
c. Winter, 1967*	28
d. Spring, 1967	24
e. Summer or Fall, 1967	11
f. In 1968 or later	7
g. Do not expect to receive a degree	3
	100%

* The double spacing between lines b. and c. separates those who expected their degrees within the two year period from those who expected to take longer.

Academic Status of Dropouts

The academic status of dropouts at the time of the study is reported in Table 4. Since the post-C.D.P. experience of this group is of special interest in the evaluation of the program, the findings are reported in detail.

Table 4 - Academic Status of Those who Left the College Discovery Program

	(N=104)	
At four year college, not working....................	6%	
At a community college, not working..................	1	
At nursing school, not working.......................	1	
TOTAL AT SCHOOL NOT WORKING		(8)
At four year college and working.....................	4	
At a community college and working...................	18	
At non-degree program and not working................	7	
TOTAL IN SCHOOL AND WORKING		(29)
TOTAL IN SCHOOL		(37)
Working, not attending school........................	30	
TOTAL WORKING		(59)
In military service..................................	22	
Neither in school, working, or in military service....	12	
TOTAL	101%*	

*The total adds to 101 because of the rounding of percentages to the nearest whole number.

In evaluating the proportion of dropouts who had returned to school, certain facts must be kept in mind. Whether an individual was attending school or not depended to some extent on when he had left the College Discovery Program. Those who left earlier would have had more opportunity to arrange to return to school in other programs;

moreover, almost one-quarter (22%) of the dropout group was in military service at the time of the study[1].

As a result of the two factors cited above the number of dropouts who were enrolled in school at the time of the study will probably be underestimated. However, if those in military service are excluded from consideration, an impressive forty-seven percent of the remaining respondents were found to be in school at the time of the survey.

Of those who were neither in school nor in military service, most were working and the rest were housewives and mothers staying at home.

Of the thirty-eight respondents who were attending school, four out of five were also working. For the most part, they were attending school in the evenings at their own community college on a non-matriculant basis, while a small number were taking courses at four-year colleges, or non-degree schools. Seven respondents were in school fulltime, all but one at a four-year college.

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[1] Some of these respondents indicated that they were attending school in service, but this information was not given consistently and therefore none of these respondents were included among those listed as currently in school.

Academic Aspirations

One of the more interesting findings of the study was the high level of aspiration toward academic degrees demonstrated by both groups especially the survivors. This was revealed in replies to the question, "What is the highest degree you ever expect to earn?" The response to this question, arranged to show the percentage of respondents in each group who expect to earn at least each degree level, are presented in Table 5.

Table 5 indicates that most students in both groups expected to earn at least a Bachelor's Degree. Among survivors, the percentage who expect to earn graduate degrees (69%) is significantly greater than among dropouts (36%) (chi square = 17.65, significant at .01).

While the academic aspirations of both groups may be unduly optismistic in terms of the realistic obstacles these students would face while trying to earn these degrees, they nevertheless reflect a very strong commitment to higher education. Moreover, while the expectation of obtaining a degree was naturally stronger among those who were still in the process of actively working toward their degrees, it was also present among many of those who had discontinued or interrupted their studies. In part, this may derive from the experiences students had while in college, but it is possible that

Table 5 - Percentage of Respondents Expecting to Obtain Different Levels of Academic Degrees*

	Survivors (N=108)	Dropouts (N=84**)
Associate Degree	97%	90%
Bachelors Degree	94	85
Masters Degree	69	38
Doctoral Degree	21	8
No Degree	3	10

* The percentages presented in this table are cumulative, starting with the "doctoral degree" upwards, i.e., respondents who indicated they expect a doctoral degree were also included among those listed as expecting a masters, bachelors, and associate degree. The same procedure applies to those who expected master's and bachelor's degree.

**The relatively high number of dropouts who failed to answer the above question deserves mention here. One, of course, cannot be certain how they would have responded, but the most conservative assumption is that many of the non-respondents would have checked "no degree." Omission of this item would seem most likely to occur among those for whom it was least applicable. However, even if all the non-respondents were in the "no degree" category, this would still leave 74% of the total of 104 dropouts who expected an Associate Degree, 69% who expected a Bachelors Degree, 32% a Masters Degree, and 7% a Doctorate.

this interest in education also was generated by the experience of being nominated for the College Discovery Program and the attendant counseling efforts that were made in high school. One can at least speculate that even if these groups do not fulfill their aspirations, there is a strong likelihood that they will pass their interest in higher education on to their children.

SECTION IV

EMPLOYMENT AND SOURCES OF SUPPORT WHILE IN COLLEGE

One of the major criteria for acceptance in the College Discovery Program was that the students had to come from families of low socio-economic status. Although some stipends were available from the program, it is obvious that for most of the students, attendance at college represented a considerable burden, both for themselves and for their families. It was anticipated that many of the students would seek outside employment to supplement their financial resources. The effect that outside employment has on a student's ability to suceed in school is of interest in regard to college populations in general and especially to the College Discovery population.

This chapter presents the reports of C.D.P student's employment experiences and their financial resources while in college.

Employment Status and Means of Support - Survivors

Table 6 reveals how the respondents obtained financial support while in college. More than nine out of ten of the survivors reported that they supported themselves and of this group approximately half worked regularly, while the others worked only occasionally. Most of the survivors had also depended on help from their family, with an equal division between those who received this help regularly, and those who received family help occasionally.

Employment Status and Means of Support - Dropouts

Table 6 shows that almost nine out of ten of those students who left the program reported that they had worked while in school, with approximately five out of ten working on a regular basis. Approximately one in ten indicated that they had not worked at all while in college.

Approximately 4 out of 10 of the dropout group had relied regularly on family income for support, while an additional 50% depended on this help occasionally.

Comparison between Survivors and Dropouts

Caution needs to be exercised in drawing comparisons between the employment patterns of dropouts and survivors because dropouts left the program at various points in the two year period, from the first summer through the fourth semester. In speaking of the jobs a student had while in college, reference is being made to different time periods.

Table 6 - Source of Financial Support While in College Discovery Program

		Survivors	Dropouts
1 From your own earnings		N=102*	N=96*
	Regularly	48%	52%
	Occasionally	44	36
	Never	8	12
	Total	100%	100%
2. From your own savings		N=87	N=82
	Regularly	17%	15%
	Occasionally	44	35
	Never	39	50
	Total	100%	100%
3. From family income		N=100	N=92
	Regularly	40%	39%
	Occasionally	48	50
	Never	12	11
	Total	100%	100%
4. From family savings		N=79	N=74
	Regularly	8%	3%
	Occasionally	16	14
	Never	76	84
	Total	100%	101%**
5. From C.D.P.		N=105	N=91
	Regularly	75%	34%
	Occasionally	22	25
	Never	3	41
	Total	100%	100%

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*The percentages reported in this table are based on the number of respondents who answered each item. This was done

In the case of the student who left during the first year the information is based on his experiences during his one year after high school, while those who stayed longer had experiences extending into the second year after high school. Age differences, changes in home situations and differences in employment opportunities may all have operated to obscure the significance of the obtained information. Although similar percentages of both groups (48%, 52%) reported that they had worked regularly while in school a significantly larger percentage of dropouts (by chi square test) stated they had worked primarily to support themselves. Although this might suggest a greater financial need on the part of the dropouts, one should be aware that there are other possible explanations. The dropouts may have been more likely to feel the need to support themselves for other reasons such as family attitudes, or their own interest in having more money.

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because there was no way of knowing how the non-respondents should be distributed among the three categories. Although the best guess is that the non-respondents most likely fell into the "Never" category, the high number of non-respondents, especially for items 2, and 4, limits the generalizations that can be drawn from these data.

**The total of 101% was obtained because percentages were rounded out to the nearest whole number.

The major difference between the two groups, as suggested by Table 6, was that only three out of ten of the dropouts, as compared to three quarters of the survivors, had regularly received stipends through the College Discovery Program. However, examination of the data reveals that this difference between the two groups is partly a function of the fact that few students who left before the end of the first year were eligible to receive any C.D.P. stipends. When only those dropouts who entered the second year are considered, more than half of this group received stipends regularly and another thirty percent, occasionally. The remaining difference between the two groups in their use of stipends may be of some significance and should be investigated in the future; for it may be that one of the factors separating those who succeed and those who drop out is the ability to take advantage of available resources. However, because this was the first year of C.D.P., information concerning available resources may not have been successfully communicated to students, and as such, a study of this nature is impossible at this time.

The effects of outside work on success in school are difficult to determine; although some differences in financial support have been found between survivors and dropouts,the limitations of the study leave the findings somewhat ambiguous. A specific study of the implications and effects of employment patterns and financial support among students is called for. This study would need to address itself to the following questions: how much does financial need determine the extent to which students work; are students who are less motivated more likely to seek outside work; does the need to work tend to undermine a student's ability to perform in school; is there a relationship between financial independence and the ability to succeed in school; do students differ in basic energy levels, e.g., is the student who works also more likely to invest more effort in other activities such as extra-curricular school functions; how do students use money received from stipends as compared with money earned through working? Also, are there counseling services which need to be developed for students who are likely to work; is there a better way to help them; would assistance in planning a budget be useful; are there techniques available to enable them to make better use of the time available for studying?

SECTION V

LEISURE TIME ACTIVITIES AND FUTURE GOALS AND VALUES

The respondents were asked to indicate the number of times they had participated in each of seven leisure time activities during the three months prior to filling out the questionnaire (Table 7). They were also asked to evaluate how important they expected nine aspects of their future lives to be (Table 8).

One purpose of these questions was to provide at least a minimal picture of what respondents involved themselves in and how they spent their time outside of school. Secondly, it was hoped to gain insight into the kinds of values and life goals which they regarded as being important in their future lives. A third aim was to determine whether information about outside interests and values would differentiate between survivors and dropouts.

Leisure Time Activities

The items about leisure time were formulated so that the respondents could indicate whether they engaged in the given activity once, twice, or three or more times during the previous three months. For purposes of analysis, consideration has been given only to whether or not the respondents indicated that they had engaged in the activity at least one time.

Table 7 reveals that a substantial proportion of both survivors and dropouts reported having attended a movie and having read a book not required for school.

Although the proportions participating in each activity varied somewhat between the survivor and dropout groups, none of the differences were found to be statistically significant.

Table 7 - Percentage of Respondents who Participated at Least One Time Within the Previous Three Months In Leisure Time Activities

	Survivor		Dropout	
	N	%	N	%
Go to movies	108	86*	100	84*
Read a book not required for school	108	78	101	91
Meet with club or social group	108	76	99	54
Attend religious service	106	75	101	58
Attend museum, lecture, concert	107	72	96	60
Attend sports event	107	44	99	51
Participate in community organization or activity	107	39	101	30

*Percentages were computed on the basis of the number of respondents who answered each question.

Future Goals and Values

The respondents were asked to evaluate how much they expected a series of nine different goals or values to figure in their future lives. They responded to the question in terms of whether these aspects of life would be "very important," "somewhat important," or "not so important." Since very few respondents stated that any of the items would be "not so important," the results have been analyzed in terms of whether or not they said the item would be "very important." (Table 8)

More than 80 per cent of both groups felt that their careers and their self-improvement would be very important. There were no significant differences in the results obtained from survivors and dropouts.

In general, the responses seem to indicate that the students consider their own well-being as being more important to them, or more likely to give them satisfaction, than the welfare of society. It may well be that at this stage of their lives it is more important for them to focus their energies on personal needs rather than on the needs of the broader community.

Table 8 - Life Goals and Values

	N	Survivors Percent Very Important	N	Dropouts Percent Very Important
How important I expect this to be:				
My career or occupation	108	87% *	102	87% *
Self-development and self-improvement	108	82	102	91
Having a good standard of living	107	72	102	81
My relations with my family	107	72	102	67
Moral or religious beliefs	108	53	101	48
Getting along well with friends	107	47	102	52
Working for national or international betterment	107	34	101	32
Leisure time, recreational activities	108	28	102	30
Participation in community affairs	108	19	99	14

*Percentages were computed on the basis of the number of respondents who answered each question.

SECTION VI

ATTITUDES TOWARD THE COLLEGE DISCOVERY PROGRAM

There were items throughout the questionnaire relating to the students' attitudes towards and perceptions of their experiences in C.D.P. as well as additional items asking for recommendations for future changes. In order to clarify the information obtained in these items, they have first been analyzed in terms of overall attitudes toward the program and then in terms of specific attitudes toward particular features of the program, such as initial preparation and facilities.

Feelings about the Overall Program

A large percentage of the respondents still enrolled in C.D.P. felt positively towards the program. This was most clearly demonstrated in response to an item asking them to categorize their degree of happiness while in school. The results for this question for both the survivors and the dropouts are reported in Table 9. The dropouts reported less happiness in school than the survivors. This difference was found to be statistically significant. (chi square = 17.19, significant at .001 level).

Table 9 - Degree of Happiness About the College Discovery Program

	Survivors (N=107) %	Dropouts (N=102) %
I was fully happy about CDP - I liked just about everything in it	33	26
Although there were some things I did not like so much, on the whole I was happy in C.D.P.	50	37
My feelings were just about evenly divided - there was about as much about it that I liked and that I didn't like	13	16
Although there were some things I liked, on the whole I was not happy in C.D.P.	4	17
I was not at all happy about C.D.P. there was almost nothing about it that I liked	-	4
TOTAL	100%	100%

Feelings about the C.D.P. Program - as Seen in Free Response Questions

The following areas were tapped by three free-response questions: 1) the chief difficulties they experienced in C.D.P., 2) the changes that could be made within the program to help with these problems, and 3) the changes that could be made outside of school to help with these problems. The responses to these questions were separated into categories, as listed in Tables 10, 11, and 12.

Chief Difficulties Encountered in the College Discovery Program

As was pointed out earlier, the survivors, as a group, tended to be positive in their reactions to the C.D.P. program. This was again reflected in the fact that one-quarter of the survivors (as compared to only four percent of the dropouts) indicated that they had experienced no problems, even when specifically asked to state them.

Among the survivors who mentioned problems, the largest number (22%) referred to academic difficulties and relatively few expressed concern about motivational (10%), social (4%), or personal and emotional problems (4%). Among the dropouts, academic difficulties were also mentioned most frequently, (27%), but a relatively high proportion also referred to motivational (22%) and personal and emotional problems (21%).

Table 10 - Chief Difficulties Encountered In the College Discovery Program

	Survivors (N=101)	Dropouts (N=99)*
Academic difficulties	22%	27%
Insufficient motivation, not enough interest	10	22
Personal and emotional problems	4	21
Time to study, having to work	4	12
Insufficient preparation in subject matter	10	11
Not having desired curriculum	5	10
C.D.P. meetings	10	4
Social problems at college	4	6
Difficulties with counseling	5	5
Adjusting to college, not defined	5	3
Miscellaneous	14	1
No difficulties	24	4

*Since this was a free-response question on which respondents could give as many responses as they wished, the totals add to more than 100%.

The differences between the two groups in motivational and personal problems warrants further investigation. To some extent, they may simply reflect the fact that the dropouts may have had more of a need to justify their having dropped out of the program, and that this reference to personal problems was the easiest way of serving their need. However, it may be that the dropouts actually did have more personal and emotional problems, or that their problems were more likely to interfere with their ability to study.

Recommended Changes for the College Discovery Program

In reply to the question about changes that could be made within the C.D.P., (Table 11), the responses of both the survivor and dropout groups were substantially similar, except that a larger number of survivors indicated either that they had no problems or that nothing could be done within the program; the survivors were also more likely to mention changes in the summer program. A larger percentage of dropouts suggested offering a broader choice of curricula, but this was to be expected since the dropout group included those who had transferred to programs more to their liking.

Table 11 - What Changes in the College Program Do You Think Might Have Helped With These Problems?

	Survivors (N=71)	Dropouts (N=76)
Offer a broader choice of curriculum	8%	14%
Change or improve the first summer session	13	5
More and better counseling on academic problems	11	12
More or better remedial work or tutoring	8	8
Better communication and information about C.D.P.	6	1
More or better counseling on personal problems	4	1
Better teaching, better taught classes	1	4
More student participation in the College Program	3	3
Increase contacts with other students	1	3
None: there is nothing that can be done	30	22

With regard to recommended changes outside of the College Discovery Program (Table 12), the differences between the survivors and dropouts were more pronounced.

A higher proportion (40%) of the survivors reported either that they had no problems or that nothing could be done outside of school. These results are consistent with the findings for "difficulties encountered while in school," where the dropouts were more likely to mention outside difficulties. The two areas where the dropouts expressed the greatest need for help was in additional financial assistance (18%) and help with family or personal problems (31%). One-fifth of the survivors also indicated a need

Table 12 - What Changes in Things Outside of School Might Help With These Problems

	Survivors (N=68)	Dropouts (N=61)
Changes in family life, home life personal problems	22%	31%
Having more money, improvement in my financial condition	10	18
Better preparation in High School	9	12
More time to study	9	10
Out-of-school counseling services	4	3
Miscellaneous	7	13
None, nothing that can be done	40	26

for help with family or personal problems which suggests that they, too, had problems in this area. It would, in fact, be interesting to follow the two-year survivors to see if those who mentioned the need for help with family or personal problems subsequently dropped out before completing their degree requirements.

Feelings about Initial Preparation

In a free-response question, the respondents were asked to think back to what they were told about C.D.P. before they entered college and to list those things for which they were insufficiently prepared. Approximately one out of five of both the survivors and dropouts indicated that there was nothing for which they had not been prepared. The remaining respondents gave a wide range of responses and there was no specific type of information which was mentioned by more than eight per-cent of the total group.

The most frequently mentioned factor concerned the amount of time that would have to be devoted to studying. Even though this item was mentioned by only a small percentage of subjects, the evidence obtained elsewhere in the study indicates that the whole area of studying is a major problem, particularly for dropouts. For this reason, the topic of studying and its implications will be discussed later in a separate section.

Evaluation of College Facilities

The students were asked to evaluate eleven aspects of their college experience, shown in Table 13, and to indicate whether these aspects had been very good, adequate, or poor. A sizable majority of both the survivors and the dropouts reported that the library, the guidance services, the summer program, and the facilities for getting to know both C.D.P. and other students were at least adequate.

For both groups, the greatest amount of dissatisfaction was expressed towards facilities for study space, the lounge and study areas, and facilities for getting to know teachers.

None of the differences between dropouts and survivors were found to be significant.

Table 13 - Evaluation of College Facilities

	Survivors					Dropouts				
FACILITIES	N	Very Good	Adequate	Poor	No Exp.	N	Very Good	Adequate	Poor	No Exp.-
Library	108	17%	51%	31%	17%	94*	27%	55%	14%	4%
Lounge & Social	108	8	43	41	8	93	14	48	31	6
College Study Space	108	6	31	61	3	93	8	42	40	11
Tutoring Program	108	15	25	14	46	93	13	25	10	53
Guidance and Counseling	107*	63	30	4	3	93	48	30	10	2
Summer Program	106	30	40	25	7	92	33	43	16	8
Stipends and other financial assistance	107	51	42	4	3	93	27	33	10	29
Student Activities Program	107	28	43	14	15	93	18	40	19	23
Facilities for getting to know teachers	108	20	42	24	14	94	14	36	28	22
Facilities for getting to know other CDP students	106	26	48	20	6	94	30	52	11	7
Facilities for getting to know other students not in C.D.P.	107	32	53	10	5	93	21	50		14

* Percentages were based on the number of respondents answering each question.

SECTION VII

THE COLLEGE DISCOVERY STUDENTS LOOK AT THE SUMMER PROGRAM

One of the requirements for admission to the College Discovery Program was the willingness to attend a summer session immediately after graduation from high school. Since the summer session was the first experience the students had with their community colleges, their reactions to this period may have been critical. Of course, asking respondents to recall their experiences and attitudes to events that took place two years before, especially when so many new experiences followed them, carries the risk of selective recall and distortion. Nevertheless, because the summer session represented their first contact with college, existing attitudes about it may carry special significance.

Feelings about the Summer Program

The dropouts tended to have more favorable feelings toward the first summer session (see Table 14). More than half (58%) of the dropout group felt that the summer courses had helped them, whereas a similar percentage (62%) of the survivors felt that the summer program had not helped. Dropouts were more likely to feel that the summer school teachers took more of an interest in the students

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than did their teachers. While both groups believed that a course in study habits should be given before entering C.D.P., this feeling was more pronounced among the dropouts. These three differences between the two groups were statistically significant.

These findings are especially interesting because the summer sessions are the only aspect of the College Discovery Program where the dropouts seemed to have a more favorable attitude than the survivors. It is possible that the dropouts may have started the first summer program with a great deal of enthusiasm which they subsequently lost. Thus, in retrospect, their feelings about the summer program may now seem more positive. Interviewing students immediately after they complete the first summer session might verify this suggestion. Uncovering the full significance of this finding would require more investigation, but it does suggest that maintaining the initial enthusiasm after the summer sessions may be a major means of faciliatating the college adjustment of those who might otherwise become dropouts.

Table 14 - Feelings about the Summer Program

	Survivors		Dropouts		Chi Square
	N	%	N	%	
It was mostly true that:					
I felt that the courses I took in the summer session when I entered C.D.P. prepared me for college	106	38	101	58	7.30**
Too many psychological tests were given during the first summer	104	44	100	39	N.S.
I feel that the summer school teachers took more of an interest in the students than the teachers do now	106	37	99	55	5.81*
A course in study habits ought to be given before entering C.D.P.	107	69	101	84	5.68*

* Significant at .05 level
** Significant at .01 level

SECTION VIII

THE COLLEGE DISCOVERY PROGRAM STUDENTS LOOK AT COUNSELING

Most of the respondents who had participated in the College Discovery Program had seen a counselor (See Table 15). Although precise data about the frequency and nature of counseling sessions could not be determined on the follow-up questionnaires, it is evident that most of the students visited a counselor at least three times.

Table 15

While at the Community College Have You Met With a Counselor at Any Time?

	Survivors N=107	Dropouts N=103
Yes	98%	97%
No	1	2

They were asked to evaluate their counseling experiences in terms of how frequently each of a list of statements, shown in Table 16, was true for them. They were asked to do this separately for the sessions concerning academic problems and personal matters. Analysis of the data indicated that the results were most meaningful when considered in terms of the number of respondents who agreed that the given statement was applicable at least three-quarters of the time. Moreover, since the results for questions about academic problems and personal matters were substantially similar, the results from these two areas were combined, providing an index of over-all attitude towards counseling.

For most of the items, a large majority of both groups felt that their experiences had been positive. For example, approximately three-quarters or more of both groups felt that the counselor was usually there when the students needed to see him, that the counselor let them talk about what ever they wanted, that the counselor listened to what they were saying, that the counselor understood what they were saying, that they listened to what the counselor was saying to them, and that the counselor cared about what happened to them. Most of the respondents rejected the idea that either party did all the talking or that the counselors wanted to change what they were doing.

Table 16

Experience with Counselors

	Percentage of Respondents Agreeing that the Statement was True at Least Three-quarters of the Time.	
	Survivors N=*	Dropouts N=*
The counselor listened to what I was saying	95%	86%
I felt he cared about what happened to me	94	80
I understood what the counselor was saying to me	92	88
The counselor was there when I needed to see him	91	78
I listened to what the counselor was saying	88	80
The counselor understood what I was saying to him	88	77
He let me talk about whatever I wanted with him	87	74
I felt he knew my problems	76	55
Talking to the counselor really helped me	68	42
He wanted me to change what I was doing	27	42
I did the talking	26	24
The counselor did the talking	21	24

*The percentages were based on N's derived by averaging the number who responded to each item for both "personal" and "academic" problems. For survivors the averaged N's range from 98 to 100; for dropouts from 95 to 99.

There were two items which yielded a significant difference between the survivors and the dropouts. Although three-quarters of the survivors felt that the counselor understood their problems most of the time, only fifty-five percent of the dropouts felt this way. Also, while nearly seven out of ten of the survivors felt that talking to the counselor really helped them most of the time, only four out of ten of the dropouts felt this way.

For the dropouts, it appears that even though a large majority of them had highly positive feelings about the motives and competence of the counselors, less than half of the group felt that the counseling experience had really been helpful most of the time. Thus, in keeping with other findings in the study, many of the dropouts did not really believe that there was anything that could be done to alleviate their problems. In part, this may reflect a reality factor, namely, that, in retrospect, it was true that most of the dropouts (except for those who tramsferred to other programs) were unable to stay in the program despite all the help they received. On the other hamd, an initial lack of confidence in the ability to overcome problems, either through their own efforts or through the use of external resources, may be a primary factor in differentiating students who drop out from those who manage to remain.

The results of the questions about counseling were further complicated because the dropouts from the two community colleges responded somewhat differently. On the two items which discriminated between survivors and dropouts, the differences were more pronounced at one of the two schools. As Table 17 shows, for the item "I felt he knew my problems," there was actually little difference between the dropouts and survivors at School A. The over-all difference reported previously for this item is seen to be almost entirely a function of the dropouts as School B; that is, it was the dropouts at School B who tended to feel that the counselors did not really understand their problems. For the item "talking to the counselor really helped me," the interaction between academic status and school was much more complex. The dropouts in both schools tended to disagree with this statement more than the survivors, and both survivors and dropouts at School B tended to disagree with it more than the corresponding groups at

School A. In other words, the feeling that counseling did not really help was more likely to occur at School B than School A, but at both schools it was more likely to occur among dropouts.

Table 17

Comparison of Selected Reactions to Counseling at the Two Community Colleges

	School A				School B			
	Survivors		Dropouts		Survivors		Dropouts	
For at least 3/4 of the time:	N	%	N	%	N	%	N	%
I felt he knew my problem	51	76	49	70	51	75	47	40
Talking to the counselor really helped me	50	80	50	53	50	56	47	31

The meaning of the differences between schools on the above two items is difficult to interpret. It may be that the counseling program at School B was not as effective as at School A, either because of the program itself or because of special circumstances at the school. The fact that this school was overcrowded and more reluctant to keep students with poor grades, at least during the first year, may have created an atmosphere in which the students came to feel that the counselors did not really understand their needs, and that counseling could not really help them. A situation where counselors are compelled to communicate negative administrative decisions to students may well serve to disrupt or hamper the counseling process.

Recommended Changes for the Counseling Program

In a free-response question, the students were asked to suggest changes for the counseling and guidance program.[1] The results are reported in Table 18. More than four out of ten of both the survivors and dropouts indicated that they did not feel any changes were indicated. Where recommendations were made, there was little agreement on specific changes; no one change was recommended by as much as twenty percent of either group. The most frequent response among survivors was that students be given more information about counseling facilities either before or right after entering C.D.P. (11%). Among the dropouts, the most frequent request was for counselors who would be more interested in C.D.P. students (17%).

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[1] In view of the previously described differences between the two colleges, the recommendations obtained from the two schools were examined separately, but no significant differences were found.

On the basis of the responses to the previously cited statements about counseling experiences, this negative reaction probably does not reflect the feelings of the majority of the dropout group. Nevertheless, it is a relatively high number of responses for a free-response question and may represent a tendency for some dropouts to displace their frustration over not succeeding in the program onto the counselors. However, it may also be that, for these students, the nature of the counseling process did, indeed, give the impression of a lack of interest on the part of the counselors.

One way to clarify this issue would be to conduct depth interviews with students who had this impression, to determine just what it is that gave rise to negative feelings. A second procedure might be to have the counselors use the case study approach in their own group meetings. They could focus on delineating those circumstances which give rise to negative feelings on the part of both students and counselors and also on how to develop greater sensitivity in adapting the counseling process to the needs of individual students.

A possible source of difficulties in counseling is indicated by the finding that a relatively large number of students (although only 10% in both groups) felt that the counselors should not make so many decisions for them. It may be that, for some students, counseling is perceived as a source of coercion, and that this gives rise to the feeling that the counselor is not really interested. However, one must be careful in assessing such recommendations because while more non-directive approaches might benefit some students, it might be detrimental to others.

Table 18
Suggestions for Counseling Changes

	Survivors (89)	Dropouts (81)
Give students information, more guidance early	11%	2%
Counselors should not make so many decisions	10	10
Enlarge the program	10	10
Have counselors who are more interested in C.D.P. students	8	17
Have counselors who are more knowledgeable	8	1
Have regularly scheduled meetings	6	4
Have more group meetings	3	1
Have more individual meetings	2	6
Help motivate students more	2	5
Change counselors	2	2
Keep the student informed as to his academic standing	2	1
Have small or smaller group meetings	2	1
There is nothing I would like to change	45	42

SECTION IX

THE COLLEGE DISCOVERY PROGRAM STUDENTS LOOK AT TUTORING SERVICES

One of the important services provided for the students was the tutoring program, which was designed to supplement the students' regular courses in class. This chapter reports the students' perceptions of and attitudes toward the tutoring program, and their experiences with it.

Experiences With Tutoring Services

Both survivors and dropouts reported having heard about group and individual tutoring by teachers as well as about individual sessions led by students (Table 19). Approximately half of both groups had heard about tutoring groups led by students and private tutoring services. In all categories, the proportion of dropouts who had heard about the service was somewhat lower than among the survivors. This is probably true because some of the dropouts left the program very early and had less of an opportunity to gain this information. The possibility that students who left the program tended to overlook or forget information they received should also be kept in mind.

Table 19 - Indicate the Tutoring you Have Heard About

	Survivors (N=105)	Dropouts (N=100)
Individual help by student tutors	84 %	70 %
Individual help by teachers	84	68
Tutoring groups by teachers	71	62
Private tutors	56	45
Tutoring groups by students	50	42
Have not heard about any tutoring services	2	9

In analyzing the use of tutoring services, only the results for the first year have been considered since so many of the dropouts had left by the second year. For both the survivors and the dropouts, most of the tutoring during the first year had been by teachers, either individually or in groups, with a smaller proportion of both groups using individual help by students (Table 20). The fact that a relatively large number of dropouts (N=24) did not respond may obscure possible differences between the survivor and dropout groups. If those who did not respond were also more likely not to have used tutoring services, and this seems to be the most plausible explanation for their failure to respond, it may signify that dropouts on the whole tended to make less use of tutoring services. It will be important to determine the viability of this explanation in future years because, as in the case of stipends, the issue of whether dropouts make the same use of available services as survivors do could be very crucial.

Table 20 - Which Tutoring Services Have You Used?[1]

	Survivors (N=108)	Dropouts (N=80)
Individual help by teachers	52%*	48%*
Tutoring groups run by teachers	36	30
Individual help by students	18	19
Tutoring groups run by students	6	8
Private tutor not connected with school	8	4
No tutoring service	31	45

*Percentages add to more than 100 because some respondents used more than one form of tutoring.

The percentages of students who received tutoring in specific subjects are difficult to interpret because although many of the students had received tutoring, they failed to answer the question about specific subjects. Of those who did answer, the largest percentages of both survivors and dropouts reported having been tutored in mathematics, followed by foreign languages and English (Table 21). When asked later in which subjects they would have liked more tutoring, a greater proportion of dropouts, as compared to survivors, expressed such a need for all subjects except English. For both groups, the largest percentage indicated a need for more tutoring in mathematics, with a similar percentage of dropouts expressing a need for more help with foreign languages. The latter finding raises the question of whether facility with foreign languages is one of the differentiating factors in the ability of students to succeed in the program.

Table 21 - Would Have Liked More Tutoring In:

	Survivors				Dropouts			
	Yes	No	Maybe	N*	Yes	No	Maybe	N*
Mathematics	57%	27%	16%	(70)	69%	23%	8%	(78)
Foreign Languages	47	33	20	(60)	67	22	12	(69)
Social Studies	30	41	29	(56)	51	31	18	(65)
English	44	35	21	(63)	45	37	18	(60)

* Many respondents in both groups did not respond to these questions.

Recommendations for Changes in the Tutoring Services

A free-response question asked for recommended changes in the tutoring program, but a sizable number of both groups did not respond (Table 22). Three out of ten of the dropouts as compared with one out of ten of the survivors recommended "more time for tutoring." This may reflect a situation wherein dropouts have less time to avail themselves of tutoring services. However, it may also reflect a tendency among dropouts to feel that tutoring is less available to them. Among the survivors, the most frequent recommendation was for "better tutors". Interestingl none of the dropouts referred to "better tutors". This is another small indication of a pattern woven throughout the findings i.e., the dropouts tend not to project the source of their difficulties onto the school program.

The results suggest two major avenues of investigation for future study. One would be to explore the specific reasons why students do not avail themselves of tutoring services at the time that they are most in need of them. It is possible that administrative changes could be instituted which would facilitate the use of tutoring services, but perhaps of greater import is the need to determine the efficacy of existing tutoring services, including a study of the relative advantages of various types of approaches and strategies. The introduction of programmed teaching on an experimental basis might also be included in this investigation.

Table 22

Recommendations for Changes in Tutoring Services

	Survivors N=74	Dropouts N=55
More time for tutoring	11%	27%
Better tutors	14	-
More student tutors	9	2
Tutoring in more courses	7	4
More group tutoring	4	5

SECTION X

RELATIONSHIPS WITH PEERS

One of the most important influences on college students is their peer sub-culture. During this period, when adolescence is ending and the assumption of adult roles is just beginning, relationships with peers also undergo tremendous changes. New friends are acquired, and many old friends fade into the background. Moreover, the very nature of the relationship with friends is undergoing change; the shift away from companionship with members of one's own sex to dating is greatly accelerated. College students, in particular, are very much influenced by the prevailing mores and customs of their peers; much of their behavior is governed by the need to fit into and conform to this peer culture (often at the expense of conformity to the wider adult culture). In fact, for many students, the experiences they share with other students and the adaptation they make to their role in the peer culture constitutes one of the most important aspects of the college experience.

For the College Discovery Program population, there are additional factors which may contribute to the importance of their relationships with the peer culture. In view of their minimal financial resources, the many other obstacles they face, and the fact that they are still living at home, they are not likely to enjoy the opportunities to engage in the same type and level of social activity often seen among college students in general. In addition, since the C.D.P. students are mainly from neighborhoods and schools where there are minimal opportunities or incentives for higher education, their decision to attend college may set them apart from many of their former friends... Hence, the whole question of peer relationships may have very special significance in understanding the needs of the College Discovery Students

Items concerning different aspects of peer relationships and the students' perceptions of themselves in relation to peer groups are presented in this chapter.

Evaluation of Facilities Pertaining to Relationships With Peers

Table 23 shows that at least seven out of ten of both the survivor and dropout groups thought the facilities for getting to know students, either in or out of C.D.P., were at least adequate, while a fifth or less of the groups felt they were poor. These two items were among those which were evaluated most.positively by the two groups.

Table 23 - Evaluation of Facilities Pertaining to Relations with Peers

	Survivors			Dropouts		
	Very Good	Adequate	Poor	Very Good	Adequate	Poor
Student activities program	28%	43%	14%	18%	40%	19%
Facilities for getting to know other C.D.P. students	26	48	20	30	52	11
Facilities for getting to know other students not in C.D.P.	32	53	10	21	50	16

The results obtained for these items suggest that opportunities to meet other students and to participate in student activities were not perceived by the respondents as a major need, either because opportunities were adequate or because the need for socialization was not as important as other aspects of the program, such as a place to study.

The policy of C.D.P. was to assemble the students at various times, e.g., during the summer program and at group conferences. These situations may have made it possible for CDP students to get to know each other so that additional facilities were not necessary.

Friends Outside of School

The distribution of responses to the question, "How many of your friends outside of school have been to or are in college," are reported in Table 24.

Table 24 - How Many of your Friends Outside of School Have Been to or Are in College?

	Survivors (N=108)	Dropouts (N=104)
All or most	26%	31%
About half	26	25
A few	46	36
None	2	9
	100%	101%

Only a very small percentage in both groups report that they have no outside friends who attend college. The difference in the response distribution of the survivor and dropout groups was not significant.

The students were also asked to indicate the percentage of friends at their college who were not in the College Discovery program. The results are reported in Table 25.

The survivors were more likely to make college friends outside of C.D.P. while dropouts were more likely to make college friends within C.D.P. Comparison between the two groups resulted in a chi square of 16.60, significant at the .001 level. This finding may derive from the fact that some dropouts left very early in the program and did not have time to develop friendships beyond the College Discovery population. This point needs to be investigated further before other interpretations are made. Additional data have shown that some of the dropouts spent much of their time with other C.D.P. students in the cafeteria. This group of students devoted little time to classes or study, and many were dropped because of poor grades. Obviously, students in this group would have had less time to nurture friendships with students outside of C.D.P.

Table 25 - How Many of the Friends You Made at College Were in the College Discovery Program

	Survivors (N=108)	Dropouts (N=103)
None of my college friends were in C.D.P.	1%	1%
A few of my college friends were in C.D.P.	31	20
About half of my college friends were in C.D.P.	47	29
All or most of my friends were in C.D.P.	21	47
I made no friends in C.D.P.	-	3
	99%	100%

Change in Dating and Friendship Patterns

Information about relationships with peers is also contained in the items concerning changes in leisure time activity. The responses to questions concerning changes in the frequency of datingand in time spent with friends other than dating, are reported in Table 26.

Table 26 - Shift in Frequency of Activities Involving Peers

	Survivors				Dropouts			
	N	More	Less	Same	N	More	Less	Same
Dating	106	35%	33%	32%	99	25%	44%	30%
Seeing friends other than dating	106	26	45	28	102	24	39	36

How Important "getting along with friends"will be in the future

The findings in Table 26 reveal that there is no difference (statistically) between the survivor and dropout groups with regard to a shift in the frequency of activities with peers. In addition, for both groups, the percentages are almost equally divided among students who report a greater, a lesser, and the same frequency of activities with peers as before. The findings concerning the importance of getting along with friends are presented in Table 27.

Table 27 - How Important "Getting Along with Friends" Will be in the Future

	Survivors (N=107)	Dropouts (N=102)
Very Important	47%	52%
Somewhat Important	49	40
Not so Important	4	8

The majority of both groups felt that getting along with friends was at least somewhat important.

Perception of Other Students' and Own Interests

The students were asked about their perception of other students' interest in as well as their own interest in a group of qualities or activities which are listed in Tables 28 and 29.

There were no significant differences in the way survivors and dropouts perceived other students' interests.

When reporting about their own interest in these same activities, half or more of both survivors and dropouts saw themselves as being greatly interested in "studying and good grades, "appearance and looks," and "having money" (Table 29).

Even though both survivors and dropouts saw themselves as being greatly interested in studying and obtaining good grades (Table 29), this pattern was much more evident for the survivors (chi square=17.24, significant at .001). Eight out of ten survivors, as compared to half the dropouts, reported a great interest in studying and grades. Also while only about a third of both groups expressed great interest in outside jobs, a significantly larger percentage of survivors had little interest in this activity (chi square=6.53, significant at .05).

Among survivors only, there were significant differences between the way they perceived other students and the way they perceived themselves. They were much more likely to see themselves as being greatly interested in studying and obtaining good grades, and in appearance and looks, and they were less likely to see themselves as being greatly interested in dating and having money.

Among dropouts, there was also a significant tendency to see themselves as more interested than other students in studying and obtaining good grades and less interested in dating and having money. In addition, the dropouts perceived other students as being more interested than themselves in student activities and in being liked by other students.

Unlike the survivors, there was no significant difference among dropouts between the degree of interest in appearance and looks which they attributed to other students and that which they attributed themselves.

It seems that C.D.P. students saw themselves as more serious, more task oriented, and more altruistic than other students who, in turn, were perceived as more gregarious or materialistic. If possible, it would be desirable to know whether this pattern is typical of college students or whether it is unique to the C.D.P. population

Table 28 - Perception of Other Students' Interests

	Survivors N*			Dropouts N*		
	Great	Some	Hardly	Great	Some	Hardly
Studying, grades	40%	57%	3%	32%	61%	8%
Student activities	27	57	16	34	54	12
Appearance and looks	42	47	11	51	40	9
Being liked by other students	60	38	2	57	35	9
Being liked by teachers	36	55	8	23	64	13
Dating	66	32	2	56	40	5
Having money	77	20	3	68	28	3
Outside jobs	26	67	7	31	55	14

* On these items, the N's for survivors were 106, 107, or 108 and for dropouts, 90 or 91.

If the latter is true, it would indicate that the C.D.P. population is under great pressure to sacrifice social goals and satisfactions in order to succeed in school. It might also suggest an area of conflict around which counseling services might focus.

Table 29 - Perception of Own Interests

	Survivors N*			Dropouts N*		
	Great	Some	Hardly	Great	Some	Hardly
Studying, getting good grades	79%	20%	1%	52%	41%	8%
Student activities	19	51	30	20	43	37
Appearance and looks	58	38	4	66	32	2
Being liked by other students	48	48	5	36	52	12
Being like by teachers	39	51	9	36	46	18
Dating	24	58	18	24	54	22
Having money	57	39	4	52	40	9
Outside jobs	31	52	17	38	34	28

* On these items the N's for survivors were either 106 or 107 and for dropouts 91 or 92.

SECTION XI

CHANGES ATTRIBUTED TO COLLEGE ATTENDANCE

The questionnaire contained several items designed to measure changes in self-attitude, leisure time activities, experiences, interests, or expectations as a result of college attendance It should be noted that although the respondents report having changed, it does not necessarily follow that these changes actually took place. Moreover, even where changes did take place, one cannot be certain that they were actually the result of college attendance. In some cases, the changes may have taken place because of increased maturity.

Shift in Leisure Time Activities

In addition to being asked to indicate how often they had recently engaged in seven leisure time activities, they were asked to evaluate these and seven other activities in terms of whether they were now spending more, less, or the same amount of time on these activities they did before entering college. The results are presented in Table 30.

Table 30

Shift in Leisure Time Activities

	Survivors (N)[1]			Dropouts (N)[1]			
	More	Less	Same	More	Less	Same	Chi Square
Reading a newspaper	43%	30%	28%	51%	13%	36%	8.48*
Reading a magazine	51	16	33	54	16	30	2.00
Listening to records	26	40	33	35	35	29	1.92
Listening to the radio	17	52	31	48	22	30	28.14***
Watching T.V.	10	76	14	15	64	21	3.52
Dating	35	33	32	25	44	30	3.32
Seeing friends other than dating	26	45	28	24	39	36	1.52
Attending museum, concert or lecture	32	28	40	21	38	41	4.52
Going to movies	15	49	36	23	46	31	2.44
Attending a sports event	8	50	41	14	46	40	1.56
Attending religious services	10	38	52	15	41	43	1.92
At club or social group meeting	29	36	35	13	55	32	10.20**
In community activities or organizations	14	41	45	10	54	34	3.76
Reading a book not required for school	34	32	35	59	14	27	15.25**
Being with your family	8	64	28	17	46	37	7.12*
In athletics or sports	19	42	40	32	41	26	6.81*

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[1] Percentages were based on the number responding to each item. This varied from 106 to 108 for survivors and from 98 to 103 for dropouts.

*Significant at .05 level
**Significant at .01 level
***Significant at .001 level

One method of looking at the findings in Table 30 is to consider the difference between the percentage of students reporting they are spending more time and those reporting they are spending less time on leisure activities (% more time minus % less time). This has been computed for each of the activities as shown in Table 31. Plus signs mean that a larger percentage report spending more time in the activity and minus signs that a larger proportion are spending less time.

The activity which shows the greatest shift for both survivors and dropouts is watching T.V., with many more members of both groups reporting they are now spending less rather than more time. Substantial percentages of both groups also report spending less time attending sports events, religious services, going to movies, participating in community activities or organizations, and being with their families. Large proportions of both groups report spending more time reading magazines. There were only small changes in either direction for the other activities.

In summary, for both groups combined, the following activities demonstrated the largest shift in the direction of more time being spent on them:

a. Reading a magazine

b. Reading a newspaper

Table 31

Differences Between Percentages Spending More and Less Time in Leisure Activities [1]

	Survivors	Dropouts	Chi Square
Reading a newspaper	+13%	+38%	6.12*
Reading a magazine	+35	+38	0
Listening to records	-14	0	.54
Listening to the radio	-35	+26	26.37**
Watching T.V.	-66	-49	1.04
Dating	+ 2	-19	2.70
Seeing friends other than dating	-19	-15	3.26
Attending museum, concert or lecture	+ 4	-17	3.75
Going to movies	-34	-23	1.32
Attending a sports event	-42	-32	1.02
Attending religious services	-28	-26	.21
At club or social group meeting	- 7	-42	8.93**
At community activity or organization	-27	-44	1.27
Reading a book not required for school	+ 2	+45	12.56**
Being with your family	-56	-29	4.20*
In athletics or hobbies	-23	- 9	3.30

[1] Differences were obtained by subtracting percentage spending less time from percentage spending more time in leisure activity.

*Significant at .05 level
**Significant at .01 level

Whereas, activities showing the largest shift in the direction of spending less time on them were:

a. Watching T.V.

b. Being with your family

c. Attending sports events

d. Participating in community activities

e. Attending movies

f. Attending religious services

g. Seeing friends other than dating

In examining the above, it would seem that many of the changes are as likely to derive from increased maturity as from the college experience. One would naturally expect young adults to watch T.V. less, to spend less time with their families, and to spend more time reading newspapers and magazines. It is possible that a decrease in attendance at sports events, movie going, seeing friends, and participation in community activities does reflect the lack of available leisure time because of the need to study, but it would require a control group who had not been to college to confirm this.

In order to clarify the meaning of the differences between the reports of the survivors and dropouts about shifts in leisure time activities, the chi square test of significance was applied to the results of Table 31. The results indicate a significant difference for five of the listed activities:

a. Listening to the radio

b. Attending club or social group

c. Reading a book not required for school

d. Reading a newspaper

e. Being with your family

f. Attending a sports event

Although survivors report spending less time listening to the radio, dropouts state they are spending more time. While approximately an equal number of survivors are spending either more or less time reading books not required for school a much larger proportion among dropouts are spending more time. Also, although there is little over-all change in the amount of attendance at clubs or social groups among survivors, the dropouts tend to spend less time in such activities. Both groups report they are spending more time reading newspapers, but the dropouts show this tendency to a significantly greater extent than the survivors. Both groups report spending less time with their families; this finding was more pronounced among the survivors.

The meaning of the above differences is not entirely clear. Of course, dropouts were spending less time in school (most of those who had returned were going part-time) which may well account for their spending relatively more time reading outside books, listening to the radio, reading a newspaper, and being with their families. Similarly, the dropouts' report of a sharp decrease in the amount of time they spend with clubs and social groups may also reflect their status as dropouts, since it is possible that for most of the survivors' activities in this area took place with school groups.

While school status, as described above may account for the differences between survivors and dropouts, it is by no means certain. It might also be that the changes in leisure time activities actually reflect initial differences in interests or values which, in turn, were related to whether or not a student survived. To clarify this, it would be necessary to gather this type of data while all students are still in school and then see if it correlates with whether or not they subsequently remain in the program.

Change in Experiences and Interests

Students were asked to evaluate nine statements about experiences or interests in terms of whether it was entirely true, somewhat true, or not at all true that changes had taken place since they entered college. For purposes of analysis, the entirely true and somewhat true categories have been combined, and Table 32 presents the percentages in these terms.

At least seven out of ten of both survivors and dropouts reported that it was at least somewhat true that they would now be able to obtain a better job, that they found it easier to understand national politics, and that their views on many subjects differ from their parents' views more than they did in the past. Statistical evaluation of these results (by chi square tests) revealed that there were no significant differences between the responses of the survivors and dropouts.

Table 32

Changes in Experiences and Interests

	Survivors N* % Entirely or Somewhat True	Dropouts N* % Entirely or Somewhat True
1. I will be able to get a better job because of having been to college	98%	74%
2. I find national politics easier to understand than I used to	84	75
3. I find that my views on many subjects differ from my parents' views more than they used to	73	79
4. As a result of my college studies, I could, if asked, give an intelligent talk on the problems of some foreign country	60	57
5. College has exposed me to groups of people I never had contact with before	79	57
6. Issues of right and wrong seem more clear-cut to me now that I've been to college	60	55
7. College has stimulated my interest in an area I was not exposed to previously	63	46
8. I became less religious after going to college	41	33
9. In general, I am less understanding of other people's problems than I used to be	13	8

*Percentages are based on the number who responded to each item. For survivors, the N ranges from 106 to 108, and for dropouts, from 97 to 100.

Reactions from Parents and Community

With regard to how people in their neighborhood felt about their being in college (Table 33) approximately half of both the survivors and dropouts felt that other people were generally proud of them, while somewhat less than half of both groups felt other people were generally indifferent. Only two percent of both groups felt that people were generally unfriendly. The latter finding is important because it is sometimes suggested that when poor youngsters seek higher education they are apt to be ostracized by members of their community. Obviously, the C.D.P. students perceive their entrance in college as a source of pride for the community.

Table 33

How Did the People in your Neighborhood Generally Feel About the Fact that you Were in College?

	Survivors (N=106)	Dropouts (N=102)
Generally proud	51%	58%
Generally indifferent	47	40
Generally unfriendly	2	2

The overwhelming majority of both groups felt that their parents were proud of the fact that they were going to college (Table 34). This is an interesting finding in view of the relatively high number of dropouts who reported in Section VI that family problems were interfering with their school adjustment. It suggests that these problems did not derive from any direct resentment on the part of their parents about school attendance, and that parental resistence, if present, was of a more subtle nature.

Table 34

How Did Your Parents Generally Feel About the Fact that you Were in College?

	Survivors (N=107)	Dropouts (N=101)
Generally proud	91%	90%
Generally indifferent	7	10
Generally unfriendly	2	--

Changes in Self-Attitudes Attributed to College Experience

In response to the question, "Has college made you think differently about yourself," forty-five percent of the survivors answered that it had made a great deal of difference, and twenty-nine percent reported it made no difference (Table 35). Among the dropouts, the responses were more evenly divided among the three categories, with a somewhat smaller percentage, as compared to the survivors, stating that they felt a great deal differently.

Table 35

Has College Made You Think Differently About Yourself ?

	Survivors (N=108)	Dropouts (N=101)
Great deal differently	45%	34%
Somewhat differently	29	36
No difference	26	31
	100	101[1]

Respondents who answered affirmatively to the previous question were then asked to indicate the ways in which they had come to think differently about themselves. This was a free-response question in which no preconceived categories were offered.

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[1] Percentages total to more than 100 because they were rounded out to to the nearest whole number.

Table 36

In What Ways Had College Made You Think Differently About Yourself?

(Asked of those who had answered either "a great deal" or "somewhat" in the previous table).

	Survivors (N=77)	Dropouts (N=63)
Greater self-confidence	47%	59%
Less self confidence	17	10
Greater self-understanding	42	27
Established new goals and beliefs	21	40
Realized the importance of higher education	8	22
Understand other people better	12	10

It is obvious from Table 36 that both survivors and dropouts felt greater self-confidence as a result of attending college. Also of interest, the dropouts demonstrated a greater realization of the importance of education than the survivors. However, it is possible that the survivors realized the importance of education before entering college.

The increase in self-confidence is especially interesting in the case of the dropouts. Except for those who transferred to four-year college programs, one might expect the dropouts to experience a loss of self-esteem because of their inability to continue in the program. Apparently, however, being accepted for college and undergoing the experiences gained within the College Discovery Program had a salutory effect on their self-evaluations. Such a finding, if confirmed in more direct investigations of this issue, could be important. Educational programs are often evaluated in terms of whether or not students complete their degree requirements. However, it may be that even dropouts gain from the college experience, a fact which in turn enables them to realize more of their potential and, ultimately, to become more productive members of society.

SECTION XII

ON STUDYING

A repeated theme in the responses is that the problems of finding the time and place as well as the motivation to study is a major concern of the respondents, and this problem often underlies many of the other difficulties they perceive. As reported earlier, the students felt they had been insufficiently prepared for the amount of time they would have to spend studying. They also complained about facilities for studying. The importance of this complaint becomes manifest when considered in conjunction with the finding that half of the survivors and six out of ten of the dropouts felt that school was the best place to study (Table 37). The strong feeling that a course in study habits should be given prior to entering the College Discovery Program also reflects awareness of the important role that studying plays in their ability to succeed in college.

Table 37 - "The Best Place to Study Was At Home Rather Than in School"*

	Survivors (N=99)	Dropouts (N=99)
Mostly true	59%	34%
Mostly false	41	66
	100%	100%

* A chi square of 10.74 was obtained, indicating the differences between survivors and dropouts was significant at .01.

Hours Per Week Spent In Studying

The most striking difference between the survivors and the dropouts was in the amount of hours per week that the two groups spent studying while in college. Table 38 presents the distribution of survivors and dropouts according to the number of hours they studied. The meaning of these data becomes clear when considered in terms of whether the respondents studied less than or more than 15 hours per week. Table 39 summarizes the results of Table 38 according to this criterion.

Table 38 - "Not Counting the Hours you Spent in Class How Many Hours per Week did you Spend Studying"

	Survivors (N=107)	Dropouts (N=102)
None	0%	1%
1-5 hours	5	16
6 to 10 hours	15	26
11 to 15 hours	16	28
16 to 25 hours	29	9
26 to 30 hours	11	11
31 to 35 hours	17	7
32 to 40 hours	6	1
more than 40 hours	2	1
	101% *	100%

*The total of 101% derives from the rounding out percentages to whole numbers.

Table 39 - Students Who Studied Less Than 15 Hours Per Week Versus Students Who Studied More Than 15 Hours Per Week.

	Survivors (N=107)	Dropouts (N=102)
Studied less than 15 hours per week	36%	71%
Studied more than 15 hours per week	64	29
	100%	100%

Although a majority (64%) of survivors studied more than fifteen hours per week, only 29% of the dropouts studied more than fifteen hours per week. (chi square equals 24.38, significant at .001 level.)

While these findings may seem obvious, a careful examination of their implications may lead to a much better understanding of the nature of the study habit problems faced in a college program. In fact, focusing on the issue of what motivates students to study may prove more valuable than concentrating on the criterion of whether students do or do not survive in the program.

In order to understand the implications of the obtained differences between the survivors and the dropouts in the amount of time spent studying, certain factors need to be considered and investigated further. For example, students who have left the program are responding to the question in terms of experiences that took place at different times during the past two years, whereas those still in the program were responding in terms of experiences in which they were still very much involved. It is possible that retrospective estimates of the amount of time spent studying diminish over time. A clue as to whether this was indeed operating was provided by examining the responses of the dropouts according to the time they left the program.

Table 40 shows that the percentage of dropouts who indicated they studied less than fifteen hours per week did not vary significantly with regard to the time period in which they left the College Discovery Program.

Table 40 - Proportion of Dropouts Who Studied Less than 15 Hours Per Week According to the Time They Left the College Discovery Program

Time left program:	N	% studied less than 15 hours per week
June, '64 - Jan. '65	30	77%
Feb., '65 - May '65	11	64
June, '65 - Jan. '66	35	67
Feb., '66 - May '66	18	72

Another possibility is that students who have left the program may tend to underestimate the time they spent studying as a means of justifying failure to complete the requirements. That is, it may be easier to attribute one's failure in school to the fact that one has not studied enough than to admit that one has studied but failed anyway. If this type of rationalization did take place in response to the question about studying, it would not fit with the impression gained from the rest of the questionnaire that both groups were candid in their appraisals of what had happened to them, and that they were more inclined to accept the responsibility for their difficulties rather than to project them onto others or rationalize them.

One cannot definitively conclude from the data about hours spent studying that this was the deciding factor in determining whether or not a student succeeded in the College Disçovery Program. Before reaching such a conclusion, it would first be necessary to know what motivates students to study. The most obvious hypothesis is that the amount of time spent studying is a direct function of the degree of motivation a student has to succeed in school. For example, students who are initially more motivated should study more. This could be tested by deriving indices of motivation from the information and test results obtained prior to the students' entry into the College Discovery Program and correlating this with data about time spent studying obtained while they are actually in the program. This will reduce the problems of rationalization and selective recall and thus improve the reliability of the results.

SECTION XIII

FEELINGS ABOUT AND REASONS FOR LEAVING THE COLLEGE DISCOVERY PROGRAM

A major consideration in establishing or improving programs in higher education is the very complex issue of why students drop out.

It is particularly important to understand what heppened to the dropouts of this study's 1964 class because this information may help future generations of students to survive.

Feelings and Expectations About Returning to CDP

The dropouts were asked their feelings and expectations about returning to C.D.P. The results of this question are reported in Table 41. The results indicate that 61% of those who dropped out would still like to be enrolled, and that almost three quarters of the dropouts anticipate that they will return to C.D.P. at some point in the future. Fourteen percent of the total number of dropouts felt that they were better off out of the program. A sizeable 25% of the group indicated that they had ambivalent feelings about having left the program with a slight minority of this group indicating that they expected to return.

Perhaps a valuable adjunct to the C.D.P. program would be to arrange for a periodic follow-up of students after they leave CDP to determine whether students who desire to return can be helped to do so, or to formulate new educational plans.

Table 41

Feelings and Expectations About Returning to The College Discovery Program

	N=103
Would like still to be in program and expect to re-enter	44%
Would like still to be in but do not expect to re-enter	16
Would like still to be in but no indication about future intention	1
TOTAL WOULD LIKE STILL TO BE IN	61%
Better that I'm no longer in but expect to re-enter	1
Better that I'm no longer in and do not expect to re-enter	13
TOTAL BETTER NOT IN	14%
Have mixed feelings but expect to re-enter	10
Have mixed feelings but do not expect to re-enter	14
Have mixed feelings, future plans not indicated	1
TOTAL MIXED FEELINGS	25%
	100%

The above figures probably overestimate the number of those who actually will return to the College Discovery Program. Answering positively to the question about future intentions is simpler than carrying out the steps leading to their fulfillment. Nevertheless, the findings do reflect the fact that over half the group who left would like to return. Thus, the question of what might be done for these students is crucial, as well as the question of what can be done in the future to help those who leave but would like to return. Among the dropouts, it is this group of people who want to return, who would most likely respond positively to additional efforts to help them make a better school adjustment.

Reasons for Leaving the College Discovery Program

One of the most important questions that should be asked about the dropout group is why they left the program. Several other questions should be kept in mind in evaluating this issue, namely, (a) was this a realistic move for the students, (b) could more have been done to help the students remain in the program, and (c) what effects did participation in CDP have on students who did not complete the program?

Although at first, this might seem like a simple issue, a number of complicating factors need to be considered. There are two basic reasons why the students may have left the College Discovery Program. They may not have been able to maintain satisfactory grades, or the decision to leave may have been made by the students themselves. However, these conditions are not necessarily mutually exclusive. For example, a student may anticipate that his grades will be unsatisfactory and decide to leave before being asked by the college. On the other hand, a student may be asked to leave because of poor grades.

In order to uncover both the primary factors and the ways in which they interact, two approaches were used in the follow-up survey of the dropouts. First, they were asked whether or not they agreed with a list of statements about their experiences while they were in school, and then indicate the statement which represented the single most important reason for leaving C.D.P.

Table 42 shows the percentage of times each statement was said to be mostly true and the percentage of times it was selected as the primary reason for leaving the program. The statements are arranged according to the frequency with which they were selected as primary reasons.

In examining the data in terms of the single most important reason for leaving, it appears that approximately one-third of the dropout group felt they had left either because they preferred to do something else or because they were dissatisfied with the program.

Table 42

Reasons for Leaving the College Discovery Program

	Primary Reason N=103*	Agree with Statement N=104
1. My own personal difficulties prevented me from doing my school work.	19%	62%
2. Problems at home interfered with my doing my school work.	16	56
3. I wanted to go to a different school.	8	33
4. I wasn't interested enough to do the needed studying and homework.	8	32
5. I wanted to earn money instead of going to school.	6	16
6. Because of responsibilities at home, I couldn't keep up with my school work.	5	38
7. I had too many interests outside of school.	5	34
8. C.D.P. did not offer the course I wanted.	5	27

	Primary Reason	Agree with Statement
9. I felt I just wasn't suited for college studies .	5	14
10. Because I had a job I couldn't keep up with my studies.	4	31
11. I don't know what to do with my life.	4	28
12. Even though tuition was free, my family could not afford having me attend college.	4	23
13..I wanted to get married instead of staying in school.	4	12
14. I wanted to go into the Armed Forces.	4	12
15. I wasn't getting enough out of college.	3	26
16. I missed a lot of school because I was ill.	3	11
17. I did not fit in with the other students at the college.	1	19
18. I had to travel too far to get to college.	1	24
19. The expenses connected with going to college like carfare, and lunches, were too great for me .	0	18
20. I didn't like the college faculty .	0	7
21. I didn't want to go to college in the first place. Someone pushed me into it.	0	5
	105**	

*One respondent did not include a primary reason.

**Four of the respondents gave more than one primary reason and there was no way to choose among them. For these few cases, multiple replies were counted.

The students felt their departure from C.D.P. was a matter of preference. The possibility that some of these responses were rationalizations cannot be ruled out. However, the percentage does correspond closely to the 39% (Table 41) who indicated they either felt it was better that they were no longer in the program or had ambivalent feelings about being in it. Moreover, students who left the program because of a re-evaluation of life goals should not necessarily be viewed as failures. If their attendance in college helped them to arrive at this clarification, and helped direct them toward the pursuit of goals that were more meaningful for their own needs, the experience may have been very worthwhile.

Most of the remaining two-thirds of the dropout group selected primary reasons for leaving that implied that their ability to do school work was impaired, presumably suggesting that they would have worked better if these impediments had not been present. Personal difficulties and problems at home were the most frequently mentioned reasons for leaving the program (35% of the total group).

SECTION XIV

DISCUSSION AND CONCLUSIONS

This follow-up study is part of a larger study of the 1964 College Discovery population. A full appreciation of the meaning of the results requires a familiarity with the total research program. The basic feature of the research conducted with the 1964 population was that it was largely exploratory, covering a wide range of variables with a minimum emphasis on systematic hypotheses. This was necessary because the College Discovery Program represented a novel approach in compensatory education and there was the danger that an overemphasis on preconceived ideas and hypotheses might well confuse and even distort the obtained results.

In keeping with the overall thrust of the research, the follow-up study was also exploratory in nature. Its purpose was to obtain a report from the students about their experiences and reactions to the program and its various aspects. It was hoped that allowing students to respond to a wide variety of questions would add a significant dimension to the total study. It was also anticipated that the meaning of the results would be enhanced if the focus of the analysis centered on comparisons between survivors and dropouts.

It is in the nature of exploratory studies that many questions and issues are raised which prove to be less fruitful than expected. As one reads the current report, it is apparent that much of the information is ambiguous and frequently fails to demonstrate differences between dropouts and survivors. While this might seem to reflect an inadequacy of the original design, one should remember that in an exploratory investigation, this type of information is extremely valuable. By ruling out certain factors and highlighting others, the groundwork is laid for more intensive future studies on the more meaningful variables. Information obtained from the 1964 population should permit a sharpened and more definitive analysis of the data obtained from the 1965 group.

In the 1964 study, for example, it is apparent that information about leisure time activities, future values, or reactions to one's status as a C.D.P. student, all fail to differentiate between surviviors and dropouts. These factors, as they were formulated in the study, need not be given intensive consideration in future investigations.

On the other hand, the findings do suggest that there are certain variables which do differentiate between survivors and dropouts. The fact that dropouts see themselves as having more personal and family problems, that they report spending less time studying, that they tend to have less positive feelings about the effects of counseling, and that they seem to show a tendency to take less advantage of available resources, are of great interest. By focusing on the clarification of the issues raised by these findings, it should be possible, in future investigations, to gain a better understanding of the factors involved in success within the College Discovery Program. As was pointed out in the Preface, this type of information is of value not only because of its possibilities for prediction but also because it can direct attention to the remediation requisite to college adjustment.

The finding that dropouts see themselves as having more personal and family problems is especially interesting in view of earlier findings that most demographic factors studied failed to differentiate between dropouts and surviviors. This suggests that the problems faced by many of the students are too subtle and idiosyncratic to be reflected in demographic descriptions of family constellation, socio-economic status, living conditions, or ethnic background. It remains to be seen whether data obtained from either projective or objective tests of personality, currently being analyzed, will clarify this important difference obtained between survivors and dropouts. In all probability, it will be necessary to carry out a very intensive survey of the specific nature of the problems students face, including information about the tone of family relationships and the day-to-day crises and decisions that confront individuals. Again, the purpose would not be to exclude individuals from the program who have these problems but rather to develop better programs and strategies to help them overcome the many obstacles they face.

The relatively strong verbal commitment to higher education voiced by the students as well as the sizable proportion of dropouts who have already returned to school point up the fallacy of evaluating the College Discovery

Program solely in terms of the number of students who earn degrees within a given period. Since dropouts often do return to school, it will be many years before the full number of students who ultimately obtain degrees will be known. Moreover, the experience of attending college, even for a short while, may well have influenced attitudes toward education and training which will in turn enable these students to more fully develop their occupational and vocational talents. Concretely, the individual who can say he has attended college is probably in a better position to obtain employment than the individual who did not attend school after high school.

A final word is in order about the interpretations that have been drawn from the analysis of the group data. In focusing on the general trends and differences between two groups, there is a tendency to form a composite picture of the "typical" individuals comprising these groups. In actuality there are really few, if any, "typical" students. There are individuals in either the survivor or dropout category who are more likely to resemble the composite of the other group and still others who are so unique that they resemble no other individual.

From a research point of view, one of the important goals is to delineate the individual needs which are present and to provide standards to determine whether existing or new strategies can satisfy these needs. In the context of the College Discovery Program, there is a need for more intensive evaluation of the effects of individualized programs such as counseling and tutoring services, more specific information about the ways students manage to overcome obstacles, and most important, information about the types of programs which will enable students to feel that their individual needs are being met.